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AUTHOR Elliot, Linda And Others
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ABSTRACT

Designed to aid school districts, administrators, and teachers in meeting the Idaho Department of Education Speech Communication requirement, this pamphlet first defines the learning-teaching environment for the speech communication course, describes who should teach it, and justifies its inclusion in the school curriculum. The main part of the pamphlet consists of a suggested outline for the course divided into four units: (1) introduction to the communication process, (2) building interpersonal communication skills, (3) small group communication, and (4) public speaking in the speech communication course. Suggested content and learning activities as well as resources for additional activities are given for each unit. The document concludes with a bibliography of general works on teaching speech communication. (JL)

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TEACHING SPEECH-COMMUNICATION:

Guidelines for Teachers of the Required Speech Communication Course in Idaho Schools

1979 Edition

IDAHO STATE DEPARTMENT OF EDUCATION

Division of Instruction

Dr. A. D. Luke
Associate State Superintendent
Division of Instruction

Mr. Jerry L. Evans
State Superintendent
of Public Instruction

Prepared by:

Linda Elliot, Meridian High School
David Rayborn, Boise State University,
Department of Communication
Gregg Walker, Nampa High School
Driek Zirinsky, State Department of Education

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General Introductory Survey

Statement of Purpose

The purpose of this document is to aid school districts, administrators, and teachers in meeting the State Department of Education Speech-Communication requirement.

The State Board of Education states that ".... one semester of speech is required to be included in the English course. A class in debate may be substituted for the class requirement of speech." (State Board of Education Minutes; Feb. 3, 4, 1977, page 68.)

The State Superintendent of Public Instruction in a Memorandum to Superintendents and Principals dated March 24, 1977, stated that "This (the Speech-Oral Communication) course may be integrated into present English courses during the seven semester period English is required, or the course may be taught as a separate speech course. In either event, your district should have a course outline available for staff, patrons and students. Another point is that the transfer records must reflect the student's previous instruction in Speech-Oral Communication, providing adequate information for placement and instruction of the transferring students."

The State Department of Education, in Definitions for State Required Courses; Addendum to Accreditation Standards and Procedures for Secondary Schools, 1977 states that, "The purpose of oral communication/speech is to develop the ability of students to communicate effectively in speaking as individuals in school and in settings outside school. Development of interpersonal communication skills, of group membership skills, and of skills or oral presentation in a larger group setting are aspects of Oral Communications/Speech. The State requires one semester of oral communication/speech with the possibility of substituting an equivalent course."

With these statements in mind, the following pamphlet has been prepared.

The Learning-Teaching Environment of the Speech-Communication Course

The heart of any effective communication curriculum, of course, is the teacher. The teaching-learning process in a speech-communication course cannot be a traditional teaching procedure based on telling. The interaction of student to student and student to teacher is essential to creating an effective learning environment. In order to facilitate effective teaching-learning environments, the following desirable learning conditions are offered for consideration:

Students learn best:

1. When a non-threatening learning climate exists.
2. When they are emotionally comfortable and involved in their experiences.
3. When they have a sense of personal and group achievement.
4. When encouraged to perform within their range of ability.
5. When they are active in a variety of related experiences.
6. When their intellectualized knowledge leads to some useful activity.
7. When they have an opportunity to discuss and generalize their experiences immediately following their involvement.
8. When evaluation primarily focuses on awareness of self and others, or self development and individual growth, and only secondarily on the attainment of grades.
9. By doing relevant speech-communication activities.

A climate of freedom must pervade the speech-communication classroom. Teachers must avoid environments which force the student to turn only to them for directions and reinforcement. In general, the learning-teaching environment should be characterized by exploration, invention, discovery, flexibility and creativity.

Who Should Teach the Speech-Communication Course?

When surveying existing faculty or seeking out new faculty members, school district administrators must look for teachers who have adequate training in the speech-communication field. The teacher should ideally have a major in speech-communication. At minimum, the teacher should have a minor in speech-communication or the equivalent training, either through courses or workshops, in any or all of the following: public speaking, communication processes, group discussion, debate, oral interpretation and parliamentary procedure. For example, the teacher seeking training in speech-communication, either in summer session or evenings could take a class in fundamentals of speech-communication and a speech-communication methods class. These two classes are recommended as the training foundation for the new speech-communication teacher. Other courses in the field should follow.

Given the nature of the speech-communication discipline, the personal qualities of the teacher also demand important consideration. The speech-communication teacher should be able to establish excellent rapport with students. The speech-communication teacher should exemplify those interpersonal, small group, and public speaking skills taught in the course. By modeling these skills, the teacher will create an environment essential for active learning.

The Study of Human Communication

> "Speech-communication constitutes the primary means whereby man most commonly comes to an understanding of himself and his universe -- it is the basic means through which he formulates thought and the major process through which our society operates and maintains itself --it is central to the functioning of religions, political, social and economic life.
>
> Speech-communication is complex behavior which involves thought, attitudes, use of language, sound and action. It is a social process, an interaction among people whose purpose is to effect commonality of understanding." (Henrietta H. Cortright, et. al., "Criteria to Evaluate Speech in the Senior High School." Speech Teacher, Sept. 1968, p. 1-2.)

The success of every endeavor depends on the ability to communicate in a variety of contexts. It is with this thought that the speech-communication class attends to the broader scope of human communication rather than just to the traditional notion of speech as public speaking.

The speech-communication course is an integral part of the language arts program and the total high school curriculum. The "territory" concept taught in a nonverbal unit relates to concepts taught in biology and zoology. Outlining and research skills learned in speech-communication complement those learned in English classes. The history of groups and of public speaking can carry over into the history of events and ideas. The units of a speech-communication course that focus on perception and self-concept expose students to the field of psychology. As students study logic and reasoning as part of a persuasion or argumentation unit, they acquire skills that will aid them in the mathematics field. The nonverbal "body language" unit identifies behaviors crucial to learning in drama and dance. Clearly, speech-communication is related to all fields of education.

A Suggested Course Outline for the Speech-Communication Course

The following outline is a guideline for the teacher of the speech-communication course. This is a suggested way to organize the speech education class, particularly for a new teacher. Individual teachers may modify this outline to meet their competencies as teachers and the individual needs of their students.

UNITS

I. Introduction to the Communication Process

Suggested length: two weeks

II. Building Interpersonal Communication Skills

Suggested length: four to five weeks

III. Small Group Communication

Suggested length: four to five weeks

IV. Public Speaking

Suggested length: six to eight weeks

Unit I

Introduction to the Communication Process

General Objectives

1. To create an awareness of those fundamental concepts that pervade all communication situations.

2. To understand that communication is an ongoing process without a beginning and an end.

3. To realize that reality is unique to each individual.

4. To create an awareness that meanings are in people not in words.

Suggested Content for the Communication Process Unit

I. Communication as an ongoing process

(Viewing human communication as a circular, interrelated, dynamic process rather than a linear process.)

II. The fundamental components of the communication process

A. The sender

B. The receiver

C. The message and its meaning as the central component

D. Feedback; the process component

E. Noise (barriers to effective communication)

III. The functions of the communication process

IV. Perception as a part of the communication process

A. What is reality?

B. The uniqueness of perception

C. Factors affecting perception:

1. Physiological factors (e.g., fatigue, health, etc.)

2. Psychological and experiential factors (e.g., attention, past experiences)

3. Cultural and societal factors (e.g., norms, role expectation, ethnic background)

D. Sensory perception

V. General semantics as part of the communication process

A. Meanings are in people, not in words

B. Words are only symbolic

C. The differentiation between sign, signal, and symbol

D. "Allness" statements

E. The polarization effect of language

Suggested Learning Activities for Communication Process

1. Have students develop their own definition of communication and discuss them.

2. Give students a number of definitions of communication. Each student should choose one and defend it.

3. Either in groups or as individuals, have students draw or illustrate what communication looks like. (The students design their own models.)

4. Explore sensory illusions (the math or psychology teachers may be excellent resources).

5. Give students antonyms and have them select three words that fall in between.

6. Use a "rumor clinic" where an "incident" is presented and, after one person witnesses it, other students are told about what happened. Some students can serve as observers and note the differences in interpretation and perception.

7. Feedback activities, for example, one way versus two-way communication activity.

8. Feedback activity. There are many processes available and a teacher can invent. The Peace Corps used to train volunteers using blocks and a screen between two participants. The instructor would build a model with blocks and give the trainee instructions for duplicating the model without feedback (no questions or communication from trainee) and with unlimited questions.

   Alternately, random patterns of geometric shapes on a sheet of paper can be used. In the non-feedback situation a volunteer faces away from the class and describes what is on the paper. In the feedback situation the same volunteer faces the audience and takes questions from the class. Discussion of the feedback is a valuable summary.

Resources for Additional Activities

The Communication Process

Jones, John E. and J. William Pfeiffer. A Handbook of Structured Experiences for Human Relations Training. Vols. 1, 2, 3, 4, 5, 6. LaJolla, Calif: University Associates Press, 1971-1977.

Jones, John E., and J. William Pfeiffer. The Annual of Human Relations Training. Vols. 1, 2, 3, 4, 5, 6. LaJolla, Calif: University Associates Press, 1971-1977.

Johnson, Kenneth F. et. al. Nothing Never Happens. Beverly Hills, Calif: Glencoe Press. 1974.

Krupar, Karen. Communication Games. MacMillan Publishers, 1973.

NTL/Learning Resources Corporation, 7549 Eads Ave., LaJolla, Calif. 92037. (Send for complete listing of games and structured experiences.)

Ruben and Budd. Human Communication Handbook. Simulations and Games. Vols. 1, 2. Hayden Publ., 1975 and 1978.

Wakefield, Beverly, Perception and Communication. SCA/ERIC, 1976.

Unit II

Building Interpersonal Communication Skills

General Objectives

1. To understand the processes through which individuals communicate on a one to one level.

2. To use speech to convey meanings.

3. To use meanings in ways that provide for sharing portions of the experience of speaker-communicator and listener-respondent.

4. To be successful in communication situations.

5. To create an awareness of oneself as a communicator, and of the communicative and/or non-communicative behavior of others.

6. To understand and clarify one's values.

7. Recognize various processes by which feelings are energized and methods by which one can cope with feelings.

8. To develop the ability to listen effectively in interpersonal situations.

9. To create an awareness of nonverbal communication as a part of the interpersonal communication experience.

10. To understand and appreciate the components of a positive interpersonal communication climate.

11. To develop conflict-resolution skills.

Suggested Content for the Interpersonal Communication Unit

Teachers should please note that the following content outlines are not necessarily in a prescribed sequence. Teachers are encouraged to be flexible and innovative in determining which sequence is most effective for them and their students.

I. Improving self-concept (intra-personal communication)

- A. Awareness of self:
  - 1. "Who am I?"
  - 2. Values
  - 3. Value clarification
- B. Acceptance of self
- C. Acceptance of others

II. Self-disclosure

- A. Establishing relationships
- B. Trust
- C. Self-disclosure (interpersonal communication) skills:
  - 1. Paraphrasing
  - 2. Perception checks
  - 3. Behavior description
  - 4. Description of feelings
- D. Defense mechanisms

III. Listening as an active behavior

- A. Active versus passive listening
- B. Barriers to effective listening
- C. Ways to improve listening
- D. Listening as an integral part of the communication process

IV. Non-verbal communication

- A. Body language (kinesics):

1. Eye contact
2. Facial expression
3. Gesture
4. Posture

B. Communication through space and distance (proxemics)

C. Time as communication

D. Communication through material possessions (object language)

E. Communication through touch

F. Vocal qualities (paralanguage):

1. Tone, pitch, rate, volume
2. Articulation
3. Accents and dialects

G. The communication environment:

1. The environmental factors (temperature, lighting, color, noise, furniture)
2. The nonverbal aspects of advertising and packaging

Suggested Learning Activities for Interpersonal Communication

Since the number of activities and exercises for interpersonal communication are too numerous to list here, you are referred to the Bibliography listed below. Many useful books on activities, games and structured experiences exist in addition to those listed here.

Resources for Additional Activities

Adler, Ron and Neil Towne. Looking Out/Looking In. Interpersonal Communication. New York: Holt, Rinehart and Winston, 2nd ed., 1978.

Barbour, Alton and Alvin A. Goldberg. Interpersonal Communication: Teaching Strategies and Resources. SCA/ERIC, 1974.

Borman, Ernest G. and Nancy C. Borman. Speech Communication: An Interpersonal Approach. Harper and Row, 1972.

Weaver, Richard L. Understanding Interpersonal Communication. Glenview, Ill: Scott, Foresman and Co., 1978.

Unit III

Small Group Communication

General Objectives

1. To understand the communication relationships that exist in a small group setting.

2. To develop a sensitivity to the small group process.

3. To understand the distinctions between types of groups and group tasks.

4. To identify and understand roles individuals play in groups.

5. To gain insight into the importance of leadership to effective group process.

6. To understand small group effectiveness through cooperation and production.

7. To identify the major problems that small groups experience.

8. To understand the decision making process in small groups.

9. To participate in small group experiences.

Suggested Content for the Small Group Unit

Teachers should please note that the following content outlines are not necessarily in a prescribed sequence. Teachers are encouraged to be flexible and innovative in determining whatever sequence is most effective for them and their students.

I. The nature of small groups

A. Small group defined (characteristics)

B. History and progression of small groups in America

C. Dimensions of small groups:

1. Task

2. Social

D. The individual versus the group

II. Types and purposes of small groups

A. Learning groups

B. Therapy groups

C. Problem-solving groups

III. Roles and norms

A. Types of roles:

1. Task-oriented roles

2. Social-oriented roles

3. Anti-group roles

B. Norms in small groups:

1. Conformity

2. Nonconformity

IV. Leadership

A. Perspectives on leadership:

1. Traits

2. Situational

3. Functional

4. Leadership emergence

5. Shared leadership

B. Styles of leadership:

1. Autocratic

2. Democratic

3. Laissez-faire

V. Cohesiveness and productivity

VI. Problems in small groups

VII. Decision making processes in small groups

A. The use of agendas (e.g., John Dewey's Problem-Solving Sequence)

B. Decision emergence

Suggested Learning Activities for Small Group Communication

As in the case of interpersonal communication, the number of activities and exercises for small group communication is endless. Please refer to the Bibliography listed below for many excellent publications of activities, games and structured experiences.

Resources for Additional Activities

Small Group Communication

Applbaum, Ronald L. et. al. The Process of Group Communication. Chicago, Ill: Science Research Associates, Inc., 1974.

Book, Cassandra and Kathleen Galvin. Instruction in and About Small Group Discussion. SCA/ERIC, 1975.

Bormann, Ernest G. Discussion and Group Methods, Theory and Practice. Sec. Ed., New York: Harper and Row, 1975.

Bormann, Ernest G. and Nancy C. Bormann. Effective Small Group Communication. Minneapolis: Burgess Publishers, 1972.

Fisher, B. Aubrey. Small Group Decision Making. McGraw-Hill, 1974.

Unit IV

Public Speaking in the Speech-Communication Course

General Objectives

1. To develop the ability to speak competently, confidently and ethically.

2. To understand the nature of public speaking as a force in self-expression and communication.

3. To develop favorable attitudes towards the potential and power of public speaking.

4. To develop standards as a framework of reference within which students can constructively criticize their own speaking and the speaking of others.

5. To respond emotionally and intellectually to ideas and images.

6. To gain insight into individual speaking abilities and needs and to develop a desire for improvement in public speaking.

7. To understand the relationship betweeen ideas, and the processes through which information is gathered and organized to support ideas.

Suggested Content for the Public Speaking Unit

Teachers should please note that the following content outlines are not necessarily in a prescribed sequence. Teachers are encouraged to be flexible and innovative in determining whatever sequence is most effective for them and their students.

I. Preparation of the speech

A. The components of a speech:

1. The thesis idea

2. The body of a speech

3. The introduction and conclusion:

a. Types

b. Purposes

B. Audience analysis

C. Generating ideas for and supporting ideas in a speech:

1. Generating ideas through brainstorming

2. Supporting ideas through:

a. Illustrations; both factual and hypothetical

b. Anecdote and analogy

c. Description-definition

d. Personal experience

e. Comparison and contrast

3. Logic and reasoning

4. Research skills

D. Organizing a speech (emphasis on ordering with respect to reasoning processes):

1. Outlining

2. Patterns of organization

II. Presenting the speech

A. Delivery skills:

1. Overcoming stage fright

2. Use of voice, diction, and articulation

3. Bodily action and posture

4. Use of notes, manuscripts, lecturns, visual aids

B. Ways of presenting the speech:

1. Impromptu

2. Extemporaneous

3. Manuscript reading

4. Memorize

C. Critiquing speeches

III. Types of speeches and oral presentations

There are many public speaking situations and many different types of oral presentations that are available to the speech-communication teacher. The following list identifies many of the major types of speaking situations, but the list is certainly not all inclusive. The speech-communication teacher is encouraged to be flexible regarding the types and number of speech experiences taught.

A. Group presentations:

1. Panel discussion

2. Symposium

3. The parliamentary assembly

B. Individual presentations:

1. The informative speech

2. The demonstrative speech

3. The speech to entertain

4. The persuasive speech

C. Oral interpretation as a public speaking experience

Suggested Learning Activities for Public Speaking

To supplement those teaching activities that are implied in the content unit outlines, the following learning activities might be incorporated into the speech-communication course:

1. The use of guest speakers:
   a. A speech pathologist
   b. Radio and television personalities
   c. Lawyers, doctors, public officials, and other community resource people
2. Field trips to radio stations, television stations, a political rally, etc.
3. The use of media:
   a. Video tape recorders for speech criticism, group or individual presentations, etc.
   b. Records
   c. Films
4. The speech class might assume the responsibility for broadcasting the daily announcements, and/or radio programs.
5. A public speakers bureau might be formed
6. The speech class might hold a parliamentary assembly with another school group, like FFA

Resources for Additional Activities

Public Speaking

Bacon, Wallace A. Oral Interpretation and the Teaching of Literature in the Secondary Schools. SCA/ERIC, 1974.

Bryant, Donald C. and Karl R. Wallace. Fundamentals of Public Speaking, 5th ed., Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

Carlile, Clark. 38 Basic Speech Experiences. Pocatello, Idaho: Clark Publishing Co.

Monroe, Alan H. and Douglas Ehninger. Principles of Speech Communication. Glenview, Ill.: Scott, Foresman and Co., 1969.

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Allen, R. R., et. al. Speech Communication in the Secondary School, 2nd ed., Allyn and Bacon, Inc., 1976.

Auer, J. Jeffrey. Essays on Teaching Speech in the High School. Bloomington, IN: Indiana University Press, 1971.

Brooks, William D. and Gustav W. Friederich. Teaching Speech Communication in the Secondary School. Boston, Mass.: Houghton Mifflin Co., 1973.

Speech Communication Association, William Work, Executive Secretary, 5105 Backlick Road, Suite E, Annandale, VA 22003. (Communication Education Journal.)

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Book, Cassandra and Kathleen Galvin. Person to Person. Skokie, Ill.: National Textbook Co., 1973.

Devito, Joseph A. Communicology: An Introduction to the Study of Communication. Harper and Row, 1978.

McCroskey, James C., et. al. Introduction to Human Communication. Boston, Mass.: Allyn and Bacon, Inc., 1976.

Verderber, Rudolph F. Communicate. Belmont, Calif: Wadsworth Publishing Co., Inc., 1978.